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ABSTRACT

The Bilingual Mini-Head Start program aims to maintain contacts with migrant children from their home base through a series of northern work locations. The project has served migrant children over a 6,000 mile circuit in three different states, showing its flexibility at each site in adapting to take advantage of local programs as well as providing continuity through a continuation of the bilingual curriculum with the mobile teaching staff. This paper presents a final progress report for the 1971-72 program year. Program progress is discussed by objective for the instructional, teacher training, parent and community, materials development, relocating delivery systems, and management components. Overall, the project has achieved its objectives. (NQ)

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ED116869

October, 1972

TO : Mr. Ernie Forge, Superintendent, Intermediate School District 104
All project staff and boards

FROM : Beverly McConnell, Evaluator

SUBJECT : Evaluation of Progress in Bilingual Mini-Head Start

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The enclosed report is provided for your information as a final progress report on the Bilingual Mini-Head Start for the program year 1971-1972.

For the sake of brevity the program objectives have been paraphrased from their formal statement in the Office of Education project plan. The objectives are numbered according to component, however, so the formal statement can be referred to if the reader seeks a more precise statement.

RC008940

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SUMMARY OF FINDINGS

Children who have attended the program for at least 100 days have increased their fluency in their primary language, gained measurably in their second language, increased their second language, increased their knowledge of the culture of Mexico, and greatly improved in their understanding of preschool level concepts of relationship such as comparative sizes, numbers, sorting, and grouping. The project met or exceeded all of its instructional goals with the exception of the test of concepts which fell short by 1 percent.

Teachers in the program, migrant adult paraprofessionals, have been trained to teach in a style which features very high verbal interaction with children and provides many opportunities for children to respond physically and verbally. A comparison was made between our paraprofessional teachers and certified teachers in another similar program, using the same recording instrument with each. The results show the direction of change made by our teachers to be that which would bring our staff closer to the teaching style of certified teachers of the same ethnic group. The levels of interaction recorded are, in fact, higher for our paraprofessional teachers after training. (Details on page 18 and 19 .)

The project has met its goals in involving parents in curriculum planning, personnel selection, participation as volunteers in the classroom and in other ways, and development of parent groups which manage their own funds.

The project has developed twelve units of teacher training which seem to be very effective as a means of training persons with limited educational background to become effective teachers of young children. It has also developed 150 tutorial lessons in Spanish and English for children, and twelve units of cultural heritage materials. The curriculum and cultural heritage materials have been in some ways unsatisfactory and difficult to use, and are in the process of revision.

The project has met all of its goals in the area of management despite the inherent difficulties of operating a project in three states.

In the unique project goals of this project, to maintain contact with children from their home base through a series of northern work locations, the project has achieved a continuity rate of 72%. (Details on pages and)(This compares with 19% in the next most successful project attempting this type of continuity.) The project has served many children over a 6000 mile circuit in up to three different states, showing its flexibility at each site in adapting to take advantage of local programs as well as providing continuity through a continuation of the bilingual curriculum with the mobile teaching staff.

INSTRUCTIONAL COMPONENT

F1.1 After 100 days attendance in the bilingual program, 75% of the children will demonstrate an understanding of concepts of relationship such as comparative sizes or numbers, relative position, time sequences, sorting, matching and grouping, when tested in their primary language.

October 1972: This goal was missed by 1%.

FINDINGS:

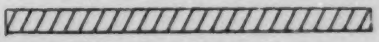
Thirty-eight project children had been administered the test of conceptual knowledge (Conceptos) after 100 days attendance in the program at the time tests were summarized for this evaluation.

The criterion level set for "passing" this test was a 75% score, or 27 correct answers out of 36 questions. The results are shown below.

TEST OF CONCEPTS (CONCEPTOS)

Children who scored 75% or better.

PRE TEST 26%

POST TEST after 100 days attendance  74%

PRE TEST
Number of children tested 31*
8 children scored 75% or better.
23 children scored below criterion level.
* there were no pretests for 7 children in the final test group.

POST TEST after 100 days attendance.
Number of children tested 38
28 children scored 75% or better.
10 children scored below criterion level.

INTERPRETATION OF FINDINGS:

Because this is a migrant project in which the teachers move with a small cluster of families to various work points, each teacher will have children of various ages; three, four, and five, in her group. It appears from closer analysis of the test results that it would be appropriate to set a different criterion level for the younger children in this age range than for the older children more nearly of school age. The younger children are able to grasp the concepts, but require many more presentations to do so. Of the ten children who failed to reach the criterion level, seven had a developmental age (mental age as measured by the Peabody Picture Vocabulary Test) of two or three. As this is a project developed test geared to the curriculum, experience was not available the first program year which was just completed on how this cross age grouping would affect the project, or how to set reasonable learning goals across a three year age span.

It seems appropriate to comment also on the successes and failures of the first program year in developing a reasonable plan for evaluating children's learning progress that takes into account the many unique circumstances that apply only when you are working with a moving target-- migrant children. Most programs serving a stationary population do their testing on calendar dates. With a stable group of children, the amount of educational intervention

provided each child tested is roughly equivalent by this method. With a migrant group, at any one calendar date a wide variation would exist in the number of days or weeks individual children would have been in the program. For this reason this project has kept attendance individually. Children have started in all different months during the year, and each day of attendance is recorded as 1, 2, 3, 4, 5, so that at any one date the attendance sheet may read 18, 25, 3, 69, 110, etc. going down the list of children's names. From a central data collection point, testers have been notified when an individual child reached 100 days attendance and the appropriate testing was then given individually to that child. At the evaluation point the accumulated tests were collected and summarized and these will be retired as "Wave One", and tests after the summary point will go into the next evaluation summary as "Wave Two". In this way the project is reporting the instructional results after roughly comparable periods of participation in the program unlike other migrant projects where the test results were obscured by the fact that the children tested had frequently had all different amounts of exposure to the program.

Several of the children reported in the above mentioned Wave One test results accumulated their 100 days attendance of a 6000 mile circuit from their home base in Texas and back, with periods of enrollment in two to four different towns in as many as three states.

The project planned this type of testing schedule because they felt it would give the most accurate indication of children's learning progress. After the first program year the staff is convinced that this is the most appropriate type of evaluation to use with a program serving mobile migrant children. However it has been extremely difficult to work out the logistics.

The project started with a testing contract whereby outside testers went to each operating site to test the initial group of children, with the follow up plan that they would train local testers near each site and then notify them to go in to pick up new children and do the follow-up testing required. This provided a high quality of testing, as verified by our educational program auditor who observed the testing, but the follow-up was inadequate. The testing contractor failed to keep up with the notification of local testers, failed to monitor the receipt of follow-up tests, failed to locate a control group of children and test them, and failed to send in test information on a timely basis. Accordingly the testing plan was changed in April and the project trainers were taught test administration and they were given the responsibility for testing children at each site. Again the quality of the testing has been good according to the educational program auditor who observed it, but the other responsibilities of the trainers have got in the way of their being able to keep up with the testing within the time limits the project has tried to adhere to.

The procedure was changed again in August when an additional group of people were trained in test administration who could be called in by the trainer when she was unable to handle the testing herself within the allowed time period. There has not been sufficient time to judge how this will work out to report at the time of this evaluation.

H1.1 The record of lessons received by a child during his 100 days attendance will show at least three in each concept area of the eight general concept areas taught in the beginning curriculum.

October 1972: Documentation is incomplete to measure achievement of this objective.

FINDINGS:

An instrument was worked out in mid-year for monitoring the instructional content of each child's experience on an individualized basis. Since the last week in April, 1972 each teacher has sent in each week a daily report for each child indicating the content area for the tutorial lesson he was given each day and the language used (primarily) to present the lesson. Although the learning day includes many types of learning opportunities both structured and unstructured, the core of the program is a tutorial lesson taught individually to each child, and this is what the instructional record is geared to.

Because the children reported in Wave One (those whose tests are summarized in this evaluation) all entered the program before the introduction of this record keeping system, it is not possible to report on this objective's achievement for this group of children.

F1.2 Children will be able to identify objects and tell about holiday occasions related to their cultural heritage after 100 days attendance.

October 1972: This goal has been met.

FINDINGS:

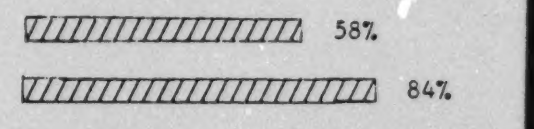
A project developed test was used to measure the bicultural emphasis of the project, known as the Test of Cultural Knowledge.

The criterion set as a goal for achievement after 100 days in the program was that the child would be able to score correctly on two out of the three questions included in this brief test.

The results are shown below:

TEST OF CULTURAL KNOWLEDGE

Children who answered two out of three questions correctly:



PRE TEST
Number of children tested *31
18 children answered correctly 2 or 3 out of three questions initially
13 children scored below criterion
* there were no pretests for 7 children in the final test group.

POST TEST after 100 days attendanc
Number of children tested 38
32 children answered correctly 2 o out of three questions
4 children scored below criterion

H1.2 Teachers will plan activities around Mexican holidays, especially the Posadas, and will celebrate birthdays using pinatas.

October 1972: Documentation is incomplete to measure achievement of this objective.

FINDINGS:

The last of April 1972 a data collection instrument on the instructional program was introduced as noted above. In addition to reporting the concept lessons given tutorially, a narrative section is used to report the activities carried out with a bicultural emphasis. As a complete record was not available for the Wave One children, whose initial enrollment was before the data collection was begun, achievement of this objective can not be reported.

F1.3 Children will be able to express themselves in their primary language as measured by the Test of Verbal Fluency administered after 100 days attendance in the program.

October 1972: This objective has been met.

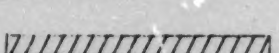
FINDINGS:

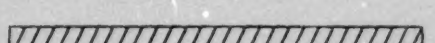
The criterion set as a goal for achievement on this objective was that 75% of the children would be able to use 15 or more words in their response to test questions, or use two or more complete sentences at least three words in length.

The test used was a project developed test in which the children were asked three questions, with four question prompts to attempt to get additional expression about the pictures and objects used. The results are shown below.

TEST OF VERBAL FLUENCY

Children who met the criterion level on either number of words used in total response, or on use of complete sentences.

PRE TEST  55%

POST TEST after 100 days attendance  84%

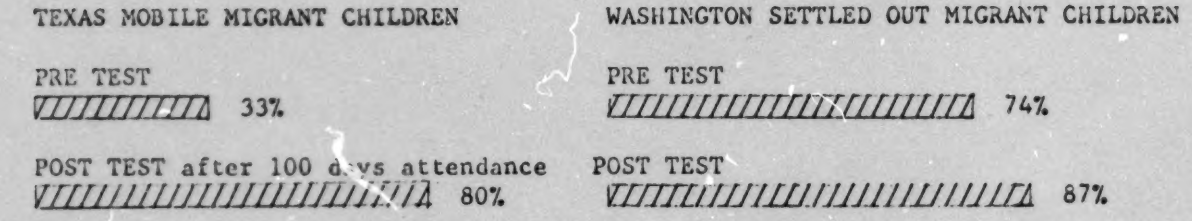
PRE TEST
Number of children tested 31*
17 children met one or both standards of verbal fluency
14 children failed to meet either standard
* there were no pretests for 7 children in the final test group.

POST TEST
Number of children tested 38
32 children met one or both standard of verbal fluency
6 children failed to meet either standard.

INTERPRETATION OF FINDINGS

The project includes the mobile migrant children from Texas and a contrast group of children using the same curriculum and methods who are mainly settled out migrants in Washington State. This is the one test in which a sharp difference between the groups of children was apparent. The percentage of children in the two groups who met one or both of the standards on this verbal fluency test on pre and post test are shown below.

Children who met one or both standards of verbal fluency



On the pretests, the majority of the mobile migrant children in Texas used five words or less in responding to this test, which would be considered essentially nonverbal. The reasons for the differences are not apparent. However it seems important to note that exposure to this program which features a very high rate of verbal interaction between an adult and child, has nearly erased the differences within the 100 days of attendance period.

H1.3 In order to improve the verbal fluency of children, teachers will use a teaching method which provides a high rate of opportunities for response by children.

October 1972: This objective has been met.

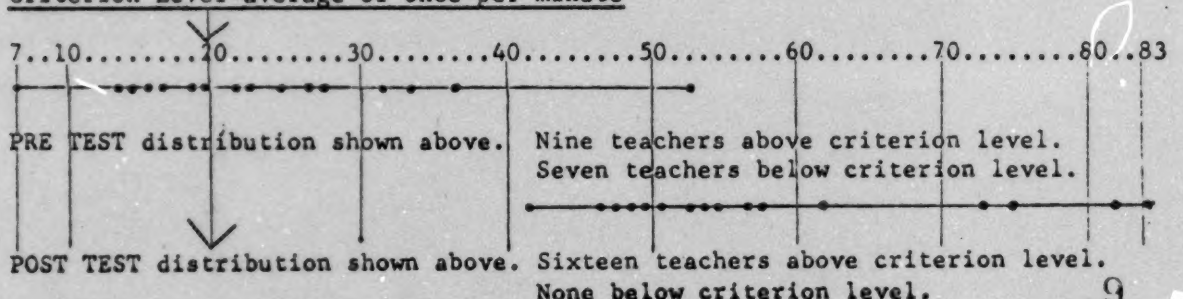
FINDINGS:

The criterion set as a goal was that after six months of training all of the teachers would be using a teaching method with the children during structured learning period (i.e. preplanned lessons) which provided the children with an opportunity for response on the average of at least once a minute.

The instrument used to measure this was the Richarz Classroom Interaction Scale. This instrument was administered by trained observers to every teacher early in the program and again after approximately six months of training and classroom experience. Each observation of a teacher included 20 minutes during a structured learning period in which every verbal (and non-verbal communication such as responding by showing or pointing) was recorded for both teacher and child. **
The results are shown below, for 16 teachers. Three teachers are not reported because either a pre or post test was not available.

OBSERVATION OF TEACHERS ON NUMBER OF OPPORTUNITIES FOR RESPONSE PROVIDED TO CHILDREN

Number of opportunities for response provided by each teacher during 20 minutes of observation


Criterion Level-average of once per minute
7..10.....20.....30.....40.....50.....60.....70.....80..83
PRE TEST distribution shown above.
Nine teachers above criterion level.
Seven teachers below criterion level.
POST TEST distribution shown above.
Sixteen teachers above criterion level.
None below criterion level.

**The observation of each teacher included another 20 minutes during unstructured periods, or forty minutes of observation of each teacher. For this objective only the interaction during structured learning period is reported.

1.4 75% of the project children will increase their understanding of their second language.

October 1972: This goal has been met.

FINDINGS:

The criterion level set for achievement of this goal was that the child would show an increase of 15% or more over his pretest raw score on the Peabody Picture Vocabulary Test.
The results are reported below.

INCREASE IN KNOWLEDGE OF A SECOND LANGUAGE

Number of children tested 34**
Number who increased their raw score by more than 15% - 28.
Percentage of children tested above criterion level.....82%
**4 children are not reported because
they lacked either a pre or post test.

INTERPRETATION OF FINDINGS:

Of the five children who failed to make the criterion gain
3 out of 22 children had English as a second language and
2 out of 12 children had Spanish as a second language.

As a bilingual program the instruction is in both languages with the expectation that the children will improve in both. To give the gains in second language some perspective a comparison was made of children's gains in their first and in their second language. The increases reported below represent gains in raw scores on the PPVT on Tests administered an average of six months apart.

TEXAS MOBILE MIGRANT CHILDREN

Average gain in Spanish, primary language 10.8

Average gain in English, second language 10.2

WASHINGTON STATE SETTLED OUT MIGRANT CHILDREN

Average gain in Spanish, primary language 10.9
Average gain in English, primary language 10.4

Average gain in Spanish, second language 3.9
Average gain in English, second language 16.3

From the above it would appear that this is a fairly powerful program in teaching English as a second language. The lack of reinforcement of Spanish as a second language in either the home or the community for the 11 children for whom Spanish is a second language may account for the comparative lack of gain.

H1.4 Teachers will use both Spanish and English in communicating with children.

October 1972: Project records indicate all teachers are meeting this objective.

FINDINGS:

One means selected to confirm the actual use of both languages in the classroom was to examine the classroom observations taken by the observers who spent 40 minutes with each teacher pre- and post-testing teacher training effectiveness. This instrument is bilingual and records whether verbalizations are being made in Spanish or in English. The criterion was established that each observation would indicate at least one communication made in each language during the observation.

PRE-TEST	POST-TEST
13 out of 16 teachers used both languages in their teaching. The other three used only Spanish during the period observed.	16 out of 16 teachers used both languages in their teaching.

Further confirmation of the bilingual pattern of teaching was made by examining a selection of weekly instructional reports from teachers in which they report both the language used and the content of their tutorial lessons with children. These show both languages being used with all children, and are verified in this respect by the observations reported by visiting staff.

INTERPRETATION OF FINDINGS:

The "mini center" with one teacher serving six to eight children, sometimes with a teacher entirely alone, was adopted in order to help the project have the flexibility to provide continuity of service to families. It has proven its worth in this regard with teachers able to scatter in as many directions as the families achieving a continuity rate far exceeding any previous effort with mobile programs. But this program design means that one teacher has to handle the total teaching program. As she picks up a cluster of children, sometimes two or more from one family, cross age grouping is inevitable as is a very different attendance pattern. The project has therefore not been able to use systems worked out by other bilingual programs which depend on specialization of teachers for dual language learning. And it has not been able to adopt bilingual lessons that depend on presentation in a careful sequence because all of the children she would be teaching would be at a different point in the sequence. Teachers have tried to keep their

use of the two languages separate but have had the same difficulty in doing so that a mother would in a home. The first program year has seen a good deal of experimentation with different approaches to try to solve these problems uniquely affecting this project. In the coming year it may be necessary to set up evaluation points at shorter intervals in order to provide project feedback as they develop systems for presenting instruction bilingually that is equally strong in both languages.

F1.5 "Older" children will learn concepts of relationship.

October 1972: Older and younger children were combined as a result of the interim evaluation so this is reported under objective F1.1.

FINDINGS:

In the original proposal it was proposed to use separate tests for the "younger" and "older" children enrolled. The dividing point set was to include as "younger" all children with a mental age 48 months or less according to the Peabody. The goal was changed following the interim evaluation because it was found that although the chronological age span of the children went from 3 to 5 that the concentration of children was in the "younger" group according to their mental age scores and that we had an insufficient enrollment of "older" children to justify this division.

H1.5 Teachers will provide three or more tutorial lessons in each concept area.

October 1972: This is reported under objective H1.1.

F1.6 "Older" children will use two or more sentences four or more words long and at least 15 words in their total reply to a verbal fluency test.

October 1972: Older and younger children were combined as a result of the interim evaluation so this is reported under objective F1.3.

FINDINGS:

Preliminary findings in the interim evaluation indicated that the difference of sentence length (3 words for younger children and a 4-word goal for older children) was not meaningful. If the child was capable of speaking in sentences at all he was as likely to be able to use four words as three.

H1.6 Teachers will provide many opportunities for children to make verbal responses.

October 1972: These results are reported under H1.3 for the reasons stated above.

SUMMARY OF ATTAINMENT OF INSTRUCTIONAL OBJECTIVES:

The evaluation indicates that children made a very considerable gain in their understanding of concepts when tested in their primary language, although the test scores fell one percentage point below the goal set for the program.

Children increased their cultural knowledge, meeting the projects goals. Children greatly increased their communication skills as measured by the test of verbal fluency in which area the project goals were met.

Children increased in their language competency in not only their primary language but in their second language, meeting the project goals as set by the evaluation.

The project has developed a system of evaluation which enables it to overcome the attendance variation typical of migrant programs. And it has worked out a method of instruction based on a tutorial core of lessons which enables teachers to overcome the effects of erratic attendance. As such it is developing models for service to migrant children of value to other programs.

As indicated above, at the time of this evaluation, teacher trainees had each completed from two to eight training units, except for four hired within the past six weeks who have not yet completed any.

In mid year it became apparent that one trainer was not keeping up with the training program for the teachers under her supervision. She has resigned and her replacements are attempting to intensify the pace of the training for these trainees.

A review of the 32 checklists submitted showed 28 at or above the criterion level and four below the criterion level. These checklists have been returned for further review.

TEACHER TRAINING COMPONENT

F2.1 Teacher trainees will be able to demonstrate target teaching skills during planned classroom observations by the trainer, following in-service training, covering seven areas of teaching skills presented in 12 units of training.

OCTOBER 1972: Documentation of training indicates that this training is in progress and has been partially completed by all trainees except those hired within the last six weeks.

FINDINGS:

The following chart indicates the progress through the teacher training sequence of all teachers within the program. The numbers 1 through 12 refer to the training units. An X below a number indicates that the trainer has completed one or more observations of the teacher in an actual classroom situation in which she was attempting to demonstrate the target teaching skills covered by that unit. As the classroom observations are the final step in the training sequence for each unit it also indicates that the teacher has participated in discussions about the skills--how and why they are used, and that the trainer has demonstrated use of the skills for her, and that she has read the written materials in that training unit.

In addition to doing from two to four observations of each teacher for each unit of training, the trainer completes periodic review checklists shown by Roman Numerals on the chart below. These list a key set of the teaching skills from the preceeding units and the trainer marks plus or minus based on her judgment that the trainee has demonstrated that skill during the time the training in that area was being covered. A positive rating on 75% of the review checklist items is considered acceptable. An "R" belows indicates a checklist was submitted.

Teachers	1	I	2	3	4	5	II	6	7	8	III	9	IV	10	V	11	VI	12	VII
1.	X	R	X	X	X	X	R	X	X										
2.	X	R	X	X	X	X	R	X	X	X									
3.*	X	R	X	X	X	X	R	X	X										
4.*	X	R	X	X	X	X	R	X	X										
5.**	X	R	X																
6.	X	R	X	X	X	X	R												
7.	X	R	X	X	X	X	R												
8.*	X	R	X	X	X	X	R												
9.*	X	R	X	X	X	X	R												
10.	X	R	X	X	X	X	R	X											
11.	X	R	X	X	X	X	R												
12.	X	R	X	X	X	X	R	X											
13.	X	R	X	X	X	X	R	X											
14.	X	R	X	X	X	X	R												
15.		R	X	X	X														
16.		R	X	X	X														
17.		R	X	X	X														
18.		R	X	X	X														
19.		R	X	X	X														

*these teachers have resigned within the last six weeks before the evaluation. Four replacement teachers have been hired, none of whom had completed any units of training by the time of the evaluation.

** this teacher was hired in mid-year.

INTERPRETATION OF FINDINGS:

This project uses a totally paraprofessional teaching staff recruited from adults themselves a part of the target group.

This training is intensive because after the first few months training at home base, the teachers must be able to provide a quality educational program for children with relatively little back-up support from the trainers who have to move back and forth between scattered field locations. The first winter in Washington State and the first winter in Texas, the project provided more limited services to children because of this emphasis on training. Children were only served a part day, with teachers working on training the rest of the day. However, after the first few months the training has been carried on at no loss of service to children. All children have been offered a full day program so that the adult training benefits of this program simply represent a "fringe benefit" of the program.

A very significant benefit to migrant families is the employment year round of these migrant adults, and the new career opportunities offered to them. the project has completed arrangements through Columbia Basin Community College for all teachers to receive 8 credits each quarter based on their completion of an appropriate segment of the training curriculum and certification of attainment by the Project Manager, Mrs. Gustafson.

This training provides a model for other projects in that it is very easily understood and implemented by the paraprofessional staff. The teaching behaviors are very explicit instead of being vaguely drawn from teaching "principles." The method of training is through imitation--there is also reading and discussion, but the teaching skills are demonstrated to the trainee either by the trainer or through video tapes. From this the teachers have been easily able to incorporate these skills into their own teaching. And verification of their skills is available through a series of observational instruments in which the trainers look for readily identifiable bits of teaching performance. This record is then discussed with the trainee. And a second observation gives her a chance to incorporate training suggestions.

There is a great deal of interest nationally in the certification of paraprofessional teachers. And to make this possible there is interest in ways of judging teaching competence based on actual classroom performance rather than academic preparation. As a demonstration project the teacher training materials being implemented in this program would seem to have value to many other programs interested in developing a teaching staff from a selected minority population.

H2.1 Trainers will conduct training in seven areas of teaching skills with each training unit presented with discussion, demonstration, observation, and review of observations.

October 1972: Project documentation indicates that this training is in progress but that seven skill areas have not been covered with any trainee within the first program year.

Files for each teacher contain the completed observation forms for the training units completed. The seven areas of training were covered through 12 teaching units, and the files indicate that each teacher has completed between 2 and 8 units of training, except for those hired within the six weeks prior to the evaluation date.

INTERPRETATION OF FINDINGS:

In preparing twelve units of training, the project misjudged the amount of time that would be required to complete the several training steps that that go into each unit. Goals for training in future years will need to be adjusted to the more realistic time schedule learned from the first year's experience.

F2.2 Teachers will exhibit teaching behaviors showing increased positive interaction with children, increased level of child response, etc.

October 1972: This objective has been met for 75% of the teachers in this program.

FINDINGS:

The criteria set for achievement of this objective was that teachers would show a change in their teaching interaction with children in the preferred direction for 10 out of 15 categories as listed below.

The instrument used to measure this change is the Richarz Classroom Interaction Scale. This instrument enables trained observers to record every verbalization and gesture by teachers and children coding them into a number of categories.

Pre and post tests were administered approximately six months apart. Each time, every teacher was observed for two 20 minute periods. One period was during a planned lesson period. The other period was during an unstructured period such as snack time, free play. Pre and post-test data are presented for 16 teachers out of 19 employed in the program. The other three are not included because either pre or post-test data were not available at this time. When group totals are presented below these would be total interactions during the 640 minutes of recorded classroom interaction pre test and during the 640 minutes of recorded classroom interaction post test.

	GROUP TOTAL TEACHER CHANGES (Total of behavior recorded in 640 minutes of classroom observation for each test)			INDIVIDUAL TEACHER CHANGES Number of teachers showing change from pre to post test in,		
	PRE-TEST	POST-TEST	PREFERRED DIRECTION?	PREFERRED DIRECTION	UNPREFERRED DIRECTION	NO CHANGE
1. Total teacher behavior, verbal and non-verbal:increased.	1054	2068	Yes	16	0	0
2. Verbal behavior as percentage of total teacher behavior: increased.	726 68%	1430 69%	Yes*	8	8	0
3. Number of questions asked:increased	250	853	Yes	14	2	0
4. Number of statements as percentage of total teacher behavior:	64%	60%	Yes*	11	3	2
5. Number of gestures by teachers: increased.	328	638	Yes	14	2	0
6. Number of opportunites for child response provided: increased	697	1507	Yes	16	0	0
7. Total response by children, verbal and non-verbal: incrased.	626	1285	Yes	15	1	0
8. Verbal responses as percentage of total responses by children: increased	357 57%	895 69%	Yes	13	3	0
9. Positive approaches as percentage of total behavior: increased.	20%	27%	Yes	12	3	1
10. Neutral approaches as percentage of total behavior: decreased.	69%	71%	No	9	7	0
11. Disapproving approaches as percentage of total behavior: decreased.	9%	4%	Yes	12	3	0
12. Encouragement as percentage of total teacher behavior: increased.	16%	18%	Yes*	9	6	1

13. Direction(e.g. intended primarily for instruction) as percent of total teacher behavior: decreased.	35%	45%	Yes	12	4	0
14. Management (e.g. intended primarily to control behavior or make routine changes of activities) as percent of total teacher behavior: decreased.	39%	32%	Yes	12	4	0
15. Restriction as percentage of total teacher behavior: decreased.	8%	4%	Yes	11	5	0

* The starred answers refer to changes which were small and should be evaluated with caution because of the margin for error in recording. The overall reliability in recording on this instrument by trained observers was 83% agreement in recording and coding classifications. Specific categories of observation were subject to greater variation--i.e., the recording of gestures was easier to miss because the observer might be looking down to record a statement and fail to notice a gestural exchange.

Categories in which a large change is recorded may be considered the most reliable. For example, category number three: number of questions asked. There is realatively little confusion in classifying a question as a question and the report that the teachers, after training, were using more than three times as many questions in comparable period of interaction with the children may be taken as significant change. This relates directly to the training received in which teachers were shown how to ask questions to involve the children more actively in learning, and to check their understanding.

For individual teachers 12 out of 16 changed behavior in the preferred direction in ten or more categories, which represents 75% of the teachers tested. Teachers who failed to meet the criterion, showed changes in the preferred direction in either 8 or 9 if the categories; none was less than 8.

Closer examination of the scores of the four teachers who failed to meet the criterion indicates that for three of the four the failure seems to be related to a ceiling effect. These teachers were already very high (comparatively) on pre test, and although they showed incrases in absolute number categories they did not show a sufficient change in categories reported as percentages of total teacher behavior. This would seem to indicate that if this test is used in the future that certain criterion levels should be set for the various types of behavior and new scores used to indicate maintenance of a high level of interaction rather than expecting a continued increase each time.

INTERPRETATION OF FINDINGS:

When this project was initiated, one of its goals was to use migrant adults as teachers since they had the dedication necessary to be able to carry out a project that involves this kind of relocating and enduring the hardships of temporary housing, etc., for the sake of the children. Since these teachers would have to function fully as teachers (not as teacher aides with a more professional person to assist them in planning and teaching the children) the question was whether the migrant adult could be trained to provide as good a learning experience for the child as he would have in a classroom with professional staff in charge. The question was asked whether our "mini" programs would be small, high quality, educational programs, or merely watered down versions of more professional programs.

It is for this reason that the program has sought out objective instruments that record what the teacher actually does in the classroom (not "what she knows" but "what she does"). Our objective was to find a means of comparing the actual teaching of our migrant adults, as it changes with training, with teachers having professional credentials.

Last spring we obtained permission to do observations in six kindergarten classrooms in San Antonio. Our request was for permission to observe teachers who were Mexican-American as our teachers are, but who had certification based on a college preparation for teaching. The curriculum being used in these classrooms was the early learning program developed by Southwest Lab, and it therefore resembled our curriculum in that both have a relatively high degree of structure compared to the broad spectrum of preschool curriculum approaches. Both programs are likewise bilingual.

The class size of these six teachers averaged 21 children which is, admittedly, a large difference from our class size of one teacher to six children. And the children were, on the average, older than the children in our project. But it was as close as we could come to finding a preschool program similar to ours, using certified teachers.

Four categories are shown below taken from the Richarz scale in which the classification was clear and therefore the count of teacher or child behavior fairly accurate. The pre-test behavior of our paraprofessional teachers was in all cases less than that of the certified teachers, for a comparable period of time. The post-test behavior of our paraprofessional teachers was in all cases more than that of the certified teachers, for comparable periods of time.

Our teachers were demonstrating a higher rate of verbal interaction with the children, using more questions, giving the children more opportunities for response, and eliciting more verbal responses from the children. Part of the difference seemed to be that the certified teachers tended to concentrate their interaction with the children into "lesson" periods, and to have little interaction with the children at other times, whereas our teachers tended to continue to elicit "child talk" at snack times, clean-up times, etc., and to use these informal periods for learning.

The statistical data for these comparisons is as follows:

(Each number represents the average of all teachers as it would be for one 20-minute period of observation.)

(For a 20-minute period)	Mini Head Start Pre-Test	Certified Teachers	Mini Head Start Post-Test
1. Teacher verbalizations	22.6	27.1	44.6
2. Questions asked	7.8	8.8	26.6
3. Opportunities for response provided	21.8	31.0	47.1
4. Child verbal responses	11.1	21.2	27.9

Comparing quality of teaching is a risky business as there is no great amount of professional agreement on what type of interaction does, in fact, constitute a good teaching environment. The information above presented is included in this evaluation only to indicate that we are achieving changes in teaching skills, that the direction of change appears to be that which would bring our staff closer to the teaching style of certified teachers of the same ethnic group. The above is presented as the basis for an opinion that paraprofessional teachers are able to conduct a highly interactive learning program for children given adequate training.

H2.2 Trainees will have been employed six months, and will have participated in training by the time of post-testing of teaching skills.

October 1972: Project documentation indicates that this objective was met.

FINDINGS:

A chart of employment for all teachers indicates that all 16 reported above had been employed for six months or longer at the time of post-testing of teaching skills, and the reader is referred to the chart of training under F1.1 as evidence that all 16 had been involved in the training program during this time period.

F2.3 Trainees will write one tutorial lesson.

October 1972: The project does not have documentation to indicate whether this objective has or has not been met by all trainees.

FINDINGS:

The preparation of a lesson was included in the series of training skills, and this particular training unit has not been reached by the trainees at the time of this evaluation. Site visits to project sites indicate that teachers are, in fact, writing and using many of their own lessons but no attempt has been made to document their writing of lesson material formally. Since this has been incorporated into the training curriculum as a unit, no attempt has been made to fulfill this objective or evaluate it as a separate objective.

H2.3 Trainers will assist trainers to develop lessons, and review and approve lessons written by trainees.

October 1972: As noted above, fulfillment of this objective has been postponed to a later place in the training schedule.

PARENT AND COMMUNITY COMPONENT

F3.1 Parents of children enrolled will contribute their ideas of what they feel it is important for their children to learn in the program.

October 1972: Project documentation indicates this objective has been met.

FINDINGS:

The file of minutes from parent meetings, and reports on individual contacts made to obtain curriculum input are in the project files.

H3.1 A minimum of 10% of parents will participate in discussion of the children's curriculum contributing their ideas.

October 1972: Project documentation indicates this objective has been met.

FINDINGS:

The criterion set for participation by parents in contributing curriculum ideas was at least 10%. One meeting in which curriculum input was obtained at Moses Lake shows attendance by members of 11 families (from a parent roster of 30 families). (September 8, 1972) September 24, 1972, a curriculum input meeting was held at Mesa which was attended by members of six families (from a parent roster of 16 families.) In addition, written suggestions from four families from Mesa are on file, having been obtained in home visits. Minutes and reports of curriculum input meetings at the La Grulla site indicate participation by 6 families in a meeting and home contact with 6 more families (out of a parent roster of 69 families). The 10% minimum criterion has therefore been met and exceeded.

F3.2 Parent groups will nominate at least five persons in Washington and 13 persons in Texas for employment as teacher trainees.

October 1972: Documentation indicates this objective has been met.

FINDINGS:

The files contain minutes of personnel committee meetings, all including parents, on the following dates:

October 21, 1971, Moses Lake	Applicants interviewed: 8. Chose two plus two alternates.
October 21, 1971, Mesa	Applicants interviewed: 8. Chose two plus two alternates.
November 28, 1971, La Grulla	Applicants considered: 31.
January 4, 1971, Texas	Hired 12
January 13, 1971	
May 18, 1972, La Grulla	Interviewed and selected 1 for cook
May 20, 1972 (at Sunnyside,	Interviewed and selected 1 for secretary
May 22, 1972 Washington)	Interviewed and selected 1 for cook
August 29, 1972, Connell	Interviewed 3 applicants. Chose 1 plus 1 alternate, for teacher vacancy.
August, 1972, Moses Lake	Number of applicants considered not reported. Chose 2 for teacher vacancies.
September 29, 1972, Connell	Three applicants considered. Chose 1 plus 1 alternate.

H3.2 Site coordinator will initiate parent meetings, secure nominations for personnel vacancies and report to director.

October 1972: Documentation indicates this objective was met.

FINDINGS:

The files contain reports from the site coordinators to the director reporting the formation and activities of personnel committees for hiring as indicated above.

F3.3 Parents' groups will be formed at all sites with an average of 10% of parents attending meetings.

October 1972: This objective has been met.

FINDINGS:

Minutes and reports from the site coordinator are on file from all sites indicating formation of the parent groups, meetings held and officers elected.

A spot check of attendance of parents at meetings held at each site indicates that the 10% criterion level of attendance has been met and exceeded:

Moses Lake (roster of 30 families)
- November 1972--parents from 11 families
- December program--parents from 20 families
- January 1972 meeting--parents from 11 families
- February 1972--parents from 21 families at meeting for physicals
- May 1972--parents from 8 families

Connell-Mesa, Washington (roster of 21 families)
April 1972--parents from 12 families
August 1972--parents from 13 families
February 1972--parents from 16 families
March 1972--parents from 16 families

La Grulla, Texas (roster of 69 families)
February 1972--12 families participating in curriculum suggestions
March 1972--7 families submitted written comments and suggestions regarding new program
The La Grulla parents' group minutes do not always include information on who attended. The March meeting, for example, was attended by the evaluator and about 30 parents were present. But as no minutes were made, the only evidence of attendance is the seven written commentaries on the program.

H3.3 Site Coordinators will initiate parent meetings.

October 1972: Documentation exists that this objective was met.

FINDINGS:

Reports from site coordinators are on file indicating formation of parents' groups and the initiation of parent meetings.

F3.4 Site coordinators will develop a schedule for parent participation in the program.

October 1972: This objective was not met.

FINDINGS:

Each site has had abundant parent participation in the program, but the idea that a schedule could be developed whereby parents would agree to work regularly at some task or other turned out to be not feasible. The lives of parents of project children do not lend themselves to schedules. Parents were willing to participate when they could or when asked but not to take on regular assignments.

H3.4 A minimum of 10% of parents or other family members of project children will participate in the program, thereby earning cash for the parents' group.

October 1972: Documentation on file indicates that this objective has been met at all sites.

FINDINGS:

A sample of parent vouchers earned at La Grulla during January and February identifies members of 15 families (out

of family roster of 69) earning vouchers for parent contribution to the project.

In Mesa, reports of parents participating indicates 10 families giving volunteer help to earn vouchers out of a roster of 16 families for the months of August, 1971-March 1972.

Moses Lake (roster of 30 families) reported 21 families giving volunteer help in a report drawn up for the period of August 1971 through March 1972.

Parent vouchers go to the ISD business office so complete records are not maintained by the evaluator. However, the above data are sufficient to indicate that there has been very substantial parent involvement in the program, earning cash for the parent groups.

F3.5 Parents will participate in planning for how parent group money will be earned and spent.

October 1972: Project files indicate this objective is being met.

FINDINGS:

Minutes are on file from each site in which ways to earn the parent group cash is discussed, as well as ways to spend it.

H3.5 At least 10% of parents will participate in decisions about expenditure of funds.

October 1972: Project files indicate this objective is being met partially.

FINDINGS:

The La Grulla site has banked parents' funds but has not begun making expenditures since the families were unable to meet to plan over the work season when they scattered in the north. Moses Lake minutes do not mention specific expenditures from the parent fund. Connell-Mesa site has made several expenditures with more than 10% participating: e.g., kitchen equipment purchases approved with parents from 13 families participating (roster of parents for August 1972 18 parents).

F4.1 A project consultant will develop training materials on seven topics.

October 1972: Project files indicate this objective was met.

FINDINGS:

The project has received, accepted, and published 12 units of training materials for teachers covering the seven topics. Approval letters are on file by director approving the materials as being complete in all required parts.

H4.1 The consultant for training materials will receive orientation to the project's needs and make site visits as background for writing materials.

October 1972: Project files indicate this objective was met.

FINDINGS:

A telephone log of calls for orientation was made. Letters and the directors' report and project financial records confirm site visits. The director's review of materials submitted is on file. The teacher training materials contained 12 units instead of the original seven envisioned, and the consultant, in addition, took time to make several video tapes demonstrating the skills involved. In addition to the observation forms requested with each training unit, the consultant volunteered to make the seven topical checklists suggested by the educational program auditor when the project plan was amended in mid-year. In short the quality of these materials is excellent and the work produced exceeded the amount required originally.

F4.2 A project consultant will develop 150 units of bilingual curriculum materials, 75 geared to younger children and 75 geared to older children

October 1972: This project objective has been met.

FINDINGS:

The project has received, accepted, and published 150 lessons for children. The criteria set for this objective were not only that this number of lessons would be received but that there be at least three or more in each concept area, that the introductory lessons use real objects or physical activity, and that the majority of the lessons elicit both motor and verbal responses from the children. The lessons received technically met these qualifications. However, the conceptual focus of a majority of the lessons is not clear; the suggested questions and dialogue would tend to produce one-word or nodding responses and seldom focuses on the key vocabulary to indicate understanding of the concepts. Revision of the lessons was begun this summer.

H4.2 The consultant will receive orientation and feedback from the project, make one to three site visits, and write and submit materials.

October 1972: This project objective has been met.

FINDINGS:

Letters were reviewed concerning orientation and periodic feedback to the consultant. Minutes of meetings held in Texas confirm the one site visit. The published materials constitute evidence of completion of the work.

F3.3 A project consultant will develop 12 units of cultural heritage materials.

October 1972: This project objective has been met.

FINDINGS:

The director's report is on file indicating acceptance of all units of cultural heritage materials, and general compliance of these materials with the requirements that they include at least three suggested activities related to each theme representing Hispanic-Indian culture, include designs for costumes for dances and playacting, with materials in Spanish and explanations in Spanish and English. The materials did not include actual patterns for costumes; rather pictures of costumes. In addition, the project had to provide its own translation of some of the materials. Evaluation by the teachers and trainers as well as the director's report is that the directions are not easy to follow and much of the material is beyond the level of understanding of the children. The project has concluded that it is essential to have training for use of cultural heritage materials rather than the materials alone. This training, to be effective, needs to be handled personally providing a person modeling the materials so teachers can learn by imitation. The project has therefore used the position of resource teacher authorized in the present budget to obtain a staff person to do this. She danced for several years with the Mexican Folklorico (the government sponsored group of dancers who perform traditional dances of Mexico), is a trained singer and is, in addition, a kindergarten level teacher who worked with preschool children and their parents. She will develop the songs, dances, crafts, and stories of Mexico and demonstrate their use to teachers as well as providing the project with a library of cultural heritage resource materials to strengthen the bicultural aspect of the program in the future.

RELOCATING DELIVERY SYSTEM

F5.1 At least 25% of the children from La Grulla, Texas will have been served in two or more locations by the end of the first calendar year of operation.

October 1972: For the first calendar year of operation of the Texas Program data will not be completed on this objective until December, 1972. Initial evidence inicates the goal has been met and far exceeded.

Attached is a record of attendance of children enrolled in centers under La Grulla teachers during the first winter, as well as those La Grulla children who were enrolled for the first time at one of the northern locations.

The in-stream phase of the project is not yet completed. At the time of this evaluation two teachers remain in Grandview, Washington, one teacher is in Burley, Idaho, and another teacher is still in Hoopeston, Illinois. The remaining teachers have returned to Texas and have begun to provide services there again. Not all of the migrant families are back yet, however, so we will not know how many of the children we served in northern locations will be reenrolled in the Texas program until some time in November.

We can now report the "pick-up" rate of children moving from Texas to the north. There were 78 children enrolled in the program in Texas, of which 56 were picked up at one or more northern locations for continued service--a continuity rate of 72%. Of these 56 children, 14 were in fact served at as many as three different northern locations over the course of the work season.

An additional 28 La Grulla children were enrolled at northern work locations. We will not know how many of these will have been served at two or more locations until the enrollment for the second winter phasein La Grulla is available. However, 10 of these children have already been served in two or more northern locations.

INTERPRETATION OF FINDINGS:

The program delivery system adopted in this experimental program was based on the failures of earlier programs which have attempted to serve migrant children through mobile programs. The difficulty with previous programs is that they have attempted to move whole centers. Since migrants do not move as a block but in fact scatter like quail in many different directions, the mobile "centers" would follow the largest cluster of children; when the families scattered again they would again move with the largest group, each time losing more of the children they were attempting to

follow. Southwest Laboratory had an experimental mobile program for two years from which they concluded that "it is not possible to attempt to follow migrant families with services."

The Migrant desk of Head Start has operated another type of experimental program under the Texas Migrant Council. The Texas Migrant Council operates a network of programs in the northern states, and another network of centers in Texas. They attempt to "catch" children moving between these centers. The Texas network of centers enrolled 937 children during the winter of 1970 and enrolled 182 of these same children in northern locations. This represents a follow-up rate of 19%. In the summer of 1970 the northern centers enrolled 1,041 children, and reenrolled 195 of these children in Texas during the winter of 1970-71. This represents a follow-up rate of 18%. In this perspective, the achievement of 72% continuity in our program can be appreciated as an improvement of great significance over previous efforts to provide continuity of service to migrating families.

The difference between this program and the others mentioned above is that in this program teachers have been trained to operate independently with a small cluster of six to eight children. This means that when the families scatter from their home base, that the teachers can also scatter in as many different directions as necessary to continue to provide services. The teachers were selected based on their willingness to relocate into northern communities which a preliminary survey showed would serve the needs of families from the target community of La Grulla, Texas. Migrant plans are, of course, always subject to change with different crop conditions, labor unrest, etc. The first year's experience in this program has indicated that it has tremendous flexibility to adjust to change.

Previous programs for migrant children have been limited to part year efforts since the migrants are at any one location, by definition, only for part of the year. The longitudinal value of this program will be to yield information on how much difference can be made with a program that services the children not only at home base, but serves a majority of them throughout their yearly migration. To the extent that some children have not been followed, a natural "contrast group" is developing to indicate progress comparisons when children are served only at home base.

H5.1-A The project will attempt to maximize continuity of service through preplanning including a survey of family travel plans, pre-selection o sites based on this, and recruitment of teachers willing to relocate to these sites.

October 1972: The project has documentation to indicate that this objective was met.

FINDINGS:

The project files contain survey information obtained on projected family travel patterns, minutes of personal meetings in which applicants were interviewed on the basis of the predetermined need for teachers willing to go to each of several destination locations where a cluster of children would be moving.

H5.1B The staff will collect information on children who were not served in more than one location to facilitate planning to improve continuity in the future.

October 1972: Data are not complete on this objective at this time.

FINDINGS:

Beginning in late April, teachers began submitting information on reasons for any children leaving the project with their weekly reports. These will be summarized together with a more complete survey of families "missed" during the first work season to attempt to determine how these families might have been served, or what changes might make it necessary to serve more families in the future. This survey will be completed some time within the next two months and will be reported in the next evaluation.

F5.2 At least 50% of the mobile migrant adults employed will remain with the program working at more than one location during the year.

October 1972: Payroll records indicate this objective has been met.

FINDINGS:

Texas payroll records indicate that 14 different teachers were hired, of which 10 have remained with the program throughout the year, relocating as necessary. This represents 71%.

INTERPRETATION OF FINDINGS:

An unknown going into the first year of this program was to what extent the limited support services that could be given to the teachers in the field would affect their willingness to continue with the program. The job of the teachers in this program cannot be fully appreciated unless it is realized that the teachers not only had responsibility for an educational program but in some cases for buying and preparing food, center cleanliness, and a day care day fitted to the hours of the field crops. Our teacher at Prescott, Washington was receiving her children before 6 a.m. because the parents needed to be in the fields at dawn. During "hops" another center had to remain open long hours and some teachers needed to work extra hours. The teachers were required to move and reorganize centers several times with the labor that

involves. The dedication of the site coordinator who did "trouble shooting" throughout the season attempting to resolve difficulties, and the dedication of the teaching staff who were willing to do these things "for the children" should not pass without notice.

F5.3 This program will attempt to coordinate with other programs at each project site.

October 1972: Project documents indicate that this objective is being met.

FINDINGS:

The project files contain documents indicating that coordinative contact was made with eight different school districts with migrant summer schools in Washington State, where project children move during part of the year. Project records also contain minutes of meetings held with state and local school personnel in Texas concerning the Texas site, as well as with Head Start, CAP, and the Texas Migrant Council personnel. Coordinate contacts were also made with three school districts in the Yakima Valley who supported the program by helping to make available to it space, lunches, and in two cases shared bussing. Contacts were made with Miguel Esquivel, consultant on Title I migrant programs located in the Yakima Valley area, regarding coordination between this project and Title I. Letters and contracts document coordinative contact with ministers and churches interested in serving migrants through whom we obtained space, busses, and in Dayton, coordination with another preschool program. The project coordinated with the Texas Migrant Council, with the Farmworkers Health Clinic at Toppenish, and with Health Start under NRO for health services. Besides those listed, a substantial record of other contacts with individuals and groups are in the project files.

INTERPRETATION OF FINDINGS:

The educational premise on which this program was based is that migrant children suffer not only from "gaps" in their schooling, but from the insecurity that comes with having to adjust to new faces in every location. The simple plan of this project was to put a bilingual educational program into a tutorial core of lessons, and prepare migrants as paraprofessional teachers who would move with the children. During the five-year period of the experiment it was anticipated that this tutoring would extend upwards from the original preschool group to include service to children in the elementary grades. Because there are local school districts in every location to which the migrant child moves, carrying out this program would require that it be set up in such a way that it did not interfere with the schooling

offered by that school district. Our plan was that the paraprofessional tutor could continue the bilingual teaching on an after school basis. Or, if the schools expressed interest in closer coordination, that our teachers could go into the schools providing services as requested by the "host" school in return for released time with the children the tutor was following.

This year provided an excellent opportunity to test the feasibility of this plan. Our goal was to go into every community attempting to allow families to utilize whatever programs existed for them from the local community and to augment these programs with our own. This would provide continuity, but would not segregate our children.

In Dayton, Washington, a local preschool program was available. An agreement was worked out whereby our teachers worked in this program being under the supervision of its director for most of the day, but with released time to continue the bilingual tutoring of the children, and to continue the ongoing teacher training of our program. The original nervousness about how this would work out was replaced by enthusiastic support. The teachers in the Dayton program who had been receiving La Grulla children every year for years expressed astonishment at the change in learning readiness of the children this year. And the observation of our program's teaching methods and materials lead to a request to make these available so that all the children could use these next year.

At Walla Walla we had a chance to adapt to a situation in which a "host" community did not choose to cooperate with the program. The local preschool center was willing to provide services to La Grulla migrant children, but instructed their staff to have nothing to do with our program in any other way. In this case our children attended the local centers, and our teachers received the children who were sent by their parents in late afternoon to continue the bilingual tutoring. In this way the children received the benefit of both programs. In a case such as this teachers providing tutoring only part of the day used the balance of the day in making up consumable teaching supplies for use by other teachers in the program.

In several communities there was no local program, and in these places the teachers provided a full day service surrounding the tutorial educational program. In some communities the teachers operated independently before and after the local summer program, but shared space and other services during the time that both were operating. In Lynden, Washington, a program of foster day care for preschool children had been operating for years. In this community our children went into the foster day care homes as before, but our teachers rode circuit from home to home continuing the bilingual educational program.

In summary, this year's experience has shown that this program has tremendous flexibility to adapt to local program offerings so that the child gets the full benefit of these

as well as the value he gets from continued continuity with the La Grulla paraprofessional teacher, and continued access to bilingual teaching which is not always available in northern communities.

MANAGEMENT COMPONENT

F6.1 The director will develop a schedule for accomplishment of all necessary operational tasks to carry out this program.

October 1972: Data indicate that this objective is being met.

FINDINGS:

A project task analysis is on file. There has been achievement of all objectives set out for the project, but the majority have not been in the time frame originally projected.

F6.2 The director will handle the project budget in order to have available all required monthly and quarterly reports and documentation of expenditures as required by the funding agency.

October 1972: Data indicate that this objective is being met.

FINDINGS:

Monthly and quarterly reports as required have been completed and are on file.

F6.3 The director will maintain contact, in person or through telephone, with each site coordinator on a minimum of once per week throughout the program operating year.

October 1972: Data indicate that this objective is being met.

FINDINGS:

The project file contains a record of site visits and phone calls to each site confirming that there has been administrative contact at least once a week.

INTERPRETATION OF FINDINGS:

The logistics of maintaining contact with a scattered project seemed forbidding to all staff when the year began. With the introduction of weekly mail reports to a data collection center in addition to the administrative contacts described above, it has been possible to keep the project producing and to maintain a very acceptable level of accountability despite the inherent difficulties of distance.

CONTINUITY RECORD FOR LA GRULLA - MOBILE CAMPER

Name	Mo. enrolled	Winter #1 Attendance TEXAS	ATTENDANCE DURING WORK SEASON PHASE April location	July location	Sept. location	Winter #2 Attendance TEXAS
Barrera, Cesar	12/71	La Grulla	Walla Walla,Wn.	Walla Walla,Wn.	Grandview,Wn.	
Barrera, Maricruz	12/71	La Grulla	Walla Walla,Wn.	Walla Walla,Wn.	Grandview,Wn.	
Bermea,Juana	1/72	La Grulla				
Cantu, Nancy	12/71	La Grulla				
Cantu, Nellie	12/71	La Grulla			Hoopeston,Ill.	
Cantu, Orlando	12/71	La Grulla	Hoopeston,Ill.	Hoopeston,Ill.	Hoopeston,Ill.	
Cantu, Rachel	12/71	La Grulla				
Cantu, Rosalinda	12/71	La Grulla	Hoopeston,Ill.	Hoopeston,Ill.	Hoopeston,Ill.	
Cantu, Saul	12/71	La Grulla	Hoopeston,Ill.	Hoopeston,Ill.	Hoopeston,Ill.	
Castillo, Jose	2/72	La Grulla				
Castro, Inez	12/71	La Grulla	Grandview,Wn.		Grandview,Wn.	
Chapa, Bectato	2/72	La Grulla	Dayton,Wn.			
Chapa, Guadalupe	2/72	La Grulla	Dayton,Wn.			
Chapa, Iliano	2/72	La Grulla	Dayton,Wn.			
Chapa, Maribel	2/72	La Grulla	Dayton,Wn.			
Cortez, Eddiberto	12/71	La Grulla	Prescott,Wn.	Walla Walla,Wn.	Grandview,Wn.	
De la Cruz, Diana	12/71	La Grulla	Malton,Wn.			
Diaz, Marlene	1/72	La Grulla				
Esquivel, Jesus Noel	12/71	La Grulla	Dayton,Wn.	Walla Walla,Wn.	Grandview, Wn.	
Esquivel, Maribel	12/71	La Grulla	Dayton,Wn.	Walla Walla,Wn.	Grandview, Wn.	

Name	Mo. enrolled	Winter #1 Attendance TEXAS	April location	July location	Sept. location	Attendance
Flores, Annabel	1/72	La Grulla	Prescott,Wn.	Walla Walla,Wn.		
Flores, Efrain	12/71	La Grulla				
Flores, Eliza	8/72		Mabton,Wn.	Toppenish,Wn.	Mabton,Wn.	
Flores, Federico	12/71	La Grulla				
Flores, Jaime	12/71	La Grulla	Grandview,Wn.			
Flores, Marco	12/71	La Grulla	Mabton,Wn.			
Flores, Miquel	12/71	La Grulla	Dayton,Wn.	Walla Walla,Wn.	Grandview, Wn.	
Flores, Rosalinda	12/71	La Grulla				
					Toppenish,Wn.	
Garcia, Ernesto	8/72					
Garcia, Graciela	1/72	La Grulla	Walla Walla,Wn.	Walla Walla,Wn.	Grandview,Wn.	
					Toppenish,Wn.	
Garcia, Irma	8/72					
Garcia, Maribel	12/71	La Grulla	Mabton,Wn.	Toppenish, Wn.	Burley, Idaho	
Garcia, Mario	4/72		Mabton,Wn.			
Garcia, Trinidad	12/71	La Grulla	Mabton,Wn.	Toppenish,Wn.	Burley, Idaho	
Garza, Brenda	4/72		Mabton,Wn.	Grandview,Wn.	Mabton,Wn.	
Garza, Francisco	4/72		Mabton,Wn.			
Garza, Leticia	1/72	La Grulla	Mabton, Wn.	Grandview,Wn.	Mabton, Wn.	
					Mabton, Wn.	
Garza, Luz Elma	8/72					
Gomez, Miguel	12/71	La Grulla				
Gomez, Sofia	5/72		Hoopeston,Ill.	Hoopeston,Ill.	Hoopeston,Ill.	
Gonzales, Gerardo	12/71	La Grulla				

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Name	Mo. enrolled	Winter #1 Attendance	ATTENDANCE DURING WORK SEASON PHASE April location	July location	Sept. location	Winter #2 Attendance
Posada, Samuel	12/71	La Grulla	Mabton,Wn.	Toppenish,Wn.	Burley,Idaho	
Reyes, Mario	12/71	La Grulla		Grandview,Wn.		
Rivera, Eduardo	12/71	La Grulla	Dayton,Wn.	Lynden, Wn.	Grandview, Wn.	
Rivera, Norma	4/72		Dayton,Wn.	Lynden, Wn.	Grandview, Wn.	
Rivera, Rosalinda	4/72		Dayton,Wn.	Lynden, Wn.	Grandview, Wn.	
Rodriquez, Eliazar	12/71	La Grulla	Walla Walla,Wn.	Walla Walla,Wn.		
Rodriquez, Enrique	12/71	La Grulla	Walla Walla,Wn.	Walla Walla,Wn.	Grandview,Wn.	
Rodriquez, Rosalinda	7/72			Toppenish,Wn.	Mabton,Wn.	
Saenz, Marisa	5/72			Walla Walla,Wn.		
Salinas, Eligio	4/72		Mabton, Wn.			
Solis, Albesa	12/71	La Grulla	Grandview,Wn.	Grandview,Wn.	Grandview, Wn.	
Solis, Amadita	1/72	La Grulla	Mabton, Wn.			
Solis, Angelina	8/72				Grandview, Wn.	
Solis, Belinda	2/72	La Grulla	Mabton, Wn.			
Solis, Bernardo	2/72	La Grulla,	Grandview,Wn.	Grandview, Wn.		
Solis, Elda	12/71	La Grulla	Grandview,Wn.	Lynden,Wn.	Grandview, Wn.	
Solis, Eloy	12/71	La Grulla				
Solis, Gloria	12/71	La Grulla	Grandview,Wn.			
Solis, Jaime	12/71	La Grulla				
Solis, Orlando	12/71	La Grulla	Grandview,Wn.	Grandview,Wn.		
Solis, Sonia	12/71	La Grulla	Grandview,Wn.	Grandview,Wn.	Grandview, Wn.	

Name	Mo. enrolled	Winter #1 Attendance TEXAS	ATTENDANCE DURING WORK SEASON PHASE April location	July location	Sept. location	Winter #2 Attendance TEXAS
Gonzales, Jose Juan	12/71	La Grulla				
Gonzales, Reynaldo	12/71	La Grulla				
Guzman, Dalia	12/71	La Grulla	Mabton,Wn.			
Guzman, Mercedes	12/71	La Grulla	Grandview,Wn.	Lynden,Wn.	Grandview, Wn.	
Hernandez, Giselle	12/71	La Grulla	Grandview,Wn.	Grandview,Wn.	Grandview, Wn.	
Longoria, Ambrosio	1/72	La Grulla	Dayton,Wn.	Walla Walla,Wn.	Grandview, Wn.	
Lopez, Alejandro	12/71	La Grulla				
Lopez, Jesus M.Jr.	12/71	La Grulla	Hoopeston,Ill.	Hoopeston,Ill.	Hoopeston,Ill.	
Mendoza, Melissa	12/71	La Grulla				
Miranda, Maricruz	12/71	La Grulla	Mabton,Wn.	Walla Walla,Wn.	Mabton, Wn.	
Moya, Sylvia	12/71	La Grulla	Dayton,Wn.	Walla Walla,Wn.	Grandview,Wn.	
Olivarez, Laura	12/71	La Grulla	Mabton, Wn.			
Palacios, Cynthia	1/72	La Grulla				
Perez, Celina	7/72			Grandview,Wn.	Grandview, Wn.	
Perez, Cynthia	12/71	La Grulla	Mabton, Wn.			
Perez, David	12/71	La Grulla				
Perez, Gustavo	12/71	La Grulla	Walla Walla,Wn.	Lynden,Wn.		
Perez, Jorge	12/71	La Grulla	Grandview,Wn.	Grandview,Wn.	Grandview,Wn.	
Perez, Pablo	4/72		Mabton, Wn.			
Perez, Sylvia	5/72			Grandview, Wn.	Grandview, Wn.	